DOCUMENT RESUME

ED 331 526 IR 053 588

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TITLE Partnership for the Future: Information Literacy in Nursing Education.
PUB DATE Oct 90
NOTE 34p.; Paper presented at the Annual Conference of the Northern Rocky Mountain Educational Research Association (Greeley, CO, October 6, 1990). For a related report, see IR 053 574.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Assignments; Course Content; Course Descriptions; *Course Integrated Library Instruction; *Course Objectives; Curriculum Guides; Higher Education; *Instructional Materials; *Nursing Education
IDENTIFIERS University of Colorado

ABSTRACT

Arguing that today's nursing students will be better prepared to face future challenges if they possess information literacy skills, this paper describes an information literacy program which has been integrated into the University of Northern Colorado's School of Nursing curriculum. Information literacy is described and defined, and the four goals of the information literacy program are outlined: (1) to teach students how information is identified and defined by experts; (2) to teach students how information sources are structured; (3) to teach students how information sources are intellectually accessed; and (4) to teach students how information sources are physically organized. Three assignments--the "Nurse Educator Paper," a citation index exercise, and a CD-ROM computer search exercise--are described, and copies of these assignments are appended. The four methods by which the program is evaluated are described and results of evaluations using two of these methods are provided. Appended materials include copies of the three assignments; discussion questions and a bibliography on "Anatomy of a Disagreement"; mailing addresses of the three presenters; a five-item resource bibliography; and a lecture outline. (MAB)

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Partnership for the Future: Information Literacy in Nursing Education

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> "In an era when today's truths become tomorrow's outdated concepts, individuals who are unable to gather pertinent information are equally illiterate as those who are unable to read and write." (E. Gordon Gee and Patricia Senn Breivik, 1987.)

Have you ever heard the expression, "May you have an interesting life?" Some people refer to it as a curse. Nursing students are going to have a very "interesting" professional life. They're going to have a large number of challenges to meet and information literacy offers one possibility for empowering students to deal with some of the challenges that they'll be facing in the field of nursing. As a librarian, I wanted to make a contribution to do something that would help nursing students, so an information literacy program was proposed for the School of Nursing curriculum.

Public policy, the business climate and demographics are all going to have an impact on the challenges that nurses face in the future. Public policy decisions will mean that patients will arrive at health care institutions with more acute needs and leave before a complete recovery. Health care costs will continue to soar, so there'll be more emphasis on outpatient care and other alternatives to traditional nursing care.

There will be changes in the health care business climate. One nursing futurist predicts that by the year 2000, 95% of hospitals are going to be owned by 20 corporations. That's going to mean that a bottom line mentality will pervade health care institutions. Nurses will have to work "smarter" to meet profit demands. Computers will be used to increase efficiency and productivity.

Demographics predict that the "baby boom" generation will be predominant among those needing health care in the future. This is a highly educated group who want to know more about their conditions and their treatments. They will be asking more questions and demanding answers from nurses.

In the future nurses will be taking a greater role in diagnosis and care, in the absence of doctors. Nurses will be using computers to streamline daily activities such as testing, monitoring, charting and diagnosing patients. Nurses will be providing more information and counseling to patients. They'll be providing more discharge education, so patients will be able to take care of themselves when they are discharged before full recovery. Nurses will also work in a greater variety of settings, especially home care and outpatient services. Due to these new roles, nurses will have to be more specialized, seek continuing education, or pursue degrees outside of the field of nursing. All of these roles will require a daily need for information, and the ability to use information for problem solving.

As nursing educators and librarians, we have a responsibility to prepare students for the future. Including information literacy in the curriculum is one way to do this. As undergraduates, nursing students are at a good phase in their cognitive development to benefit from information literacy. This is the ideal time to introduce higher order thinking skills.

Information literacy is the ability to obtain and evaluate information for a given need. Finding information, making sure that the information is accurate, and applying information to

problem solving are important skills. Nursing students need these skills to be productive in their work life and ready to meet challenges.

Information literacy is a set of skills reinforced by practice, which is time and labor intensive. It demands attention to detail and caution in accepting the printed word as truth. Information literacy also demands the maturity to recognize personal responsibility for one's own education or continuing education. It's more than just knowing about specific resources (such as the Nursing and Allied Health Index) and it's not just dependent on the library for information. Useful information comes from many different sources.

Information literacy is also more than computer literacy. There's a great deal of emphasis in the health fields on computer literacy for students. Our students are being short changed if we provide them with only computer literacy skills. Computers store information. Information literacy is the key to being sure that information is accurate and worth using. There is a relationship between information literacy, computer literacy and critical thinking. Nursing students are literate, so they should be encouraged to progress to higher order literacy skills. This can only be done by integrating critical thinking, information literacy and computer literacy, into the curriculum.

Information literacy development takes place in a conducive learning environment. First, the learning environment should imitate reality; classroom problems should approximate the problems that students will encounter in their day-to-day work

life. Students should be given the opportunity to research subjects that will help them solve problems. Second, the learning environment should encourage active, not passive learning. The lecture, textbook, and reserve reading triad will impede information literacy. Learning by doing is essential. Third, individualized learning is important. There should be freedom for students to pursue their own interests. When learning is relevant then student retention of information increases. Fourth, provisions should be made for different learning styles among students. Some students learn better aurally, others are kinesthetic learners. Many students learn visually. Teaching techniques designed to reach these different students must be incorporated into the classroom setting. Fifth, the learning experience must be up-to-date. Ideas presented in the classroom should be current and address recent, relevant issues. Sixth, and finally, learning for information literacy should take place in a non-threatening environment. Most students are dependent in the beginning. Their confidence, as well as skills, must be nurtured to foster independent learning.

The information literacy program implemented at the UNC School of Nursing is based on a model provided by the Association of College and Research Libraries, the "Model Statement of Objectives for Academic Bibliographic Instruction." It has four general goals:

1. To teach students how information is identified and defined by experts.

2. To teach students how information sources are structured.
3. To teach students how information sources are intellectually accessed.
4. To teach students how information sources are physically organized.

There are specific objectives provided by the model. For example, under goal #2, the following objectives can be applied: the student understands the importance of evaluating the author's credentials; the student understands how the timelines and the date of publication may determine the value of a source; and the student recognizes that the publisher's reputation may affect the usefulness of the source. These are evaluative skills that are important for understanding whether information is accurate; an important goal of information literacy.

Librarians have as many problems with vague, wordy and unintelligible goals as other fields, so alternate goals were added to the UNC information literacy program. UNC's goals are:

1. To assist students in understanding library organization and services.
2. To promote student skills in locating and evaluating the accuracy of information for academic use and lifelong learning.
3. To help students understand information seeking strategies and the appropriate use of those strategies.
4. To give students the skills and knowledge to emulate scholarly activities of professional nurses.

UNC nursing students should be able to identify problems, seek the information that will best help them understand these problems, and then come to some kind of rational solution to the problem, based on the information that they have gathered.

A program of this type, based on the "Model Statement" can be designed to be a separate course. However, information literacy skills are best learned in a setting where students have problems to solve that relate to their academic pursuit. This program has been integrated into introductory and research nursing courses. It is important to note that information literacy skills require practice and shouldn't be isolated in a few courses. Every course should include assignments which require the use of these skills, since "practice makes perfect." These skills are a gift given to students to use for the rest of their lives.

In the short-term, students receive some immediate benefits. First, students will gain improved research skills, and are more efficient in their use of the library. Second, if research skills improve, then more time will be spent in synthesizing information for problem solving. Third, in the long-term, students are developing independent learning skills for lifelong learning.

Nancy White will discuss the implementation of the program.

The program has gone through many stages of evolution. For example, the assignments were all originally incorporated into the Nursing Research course. That overloaded the students in the research course. Some of the original assignments were cut down and some were moved into the introductory nursing course. There are now four class sessions in two different courses, with

associated assignments.

The first assignment is the "Nurse Educator Paper," which is included in the introductory nursing theory class taken by students beginning the nursing program. (see Appendix: A3) The purpose is to develop skills which allow students to effectively research health problems and treatments and to communicate with and educate other health care professionals. This assignment includes a list of pre-selected topics on which there is information available in the library. The students select a topic from the list. Examples of topics include travelers' diarrhea and Pepto Bismol, or genital herpes and Acyclovir, or Parkinson's Disease and levodopa. Students often select topics that are a lifelong curiosity or problems that they are currently experiencing themselves. The assignment requires a 2-3 page paper that covers a description of the condition, the etiology, the prognosis, the effectiveness of prescribed treatment, comparison of the relative effectiveness of other treatments and the identification of one nursing diagnosis and potential interventions.

Students gather information from 5 or 6 sources; mostly reference sources designed to provide this type of information. Two of the sources must be medical research articles. This prepares students to use research journals in the Nursing Research course and introduces students to the presentation format for research results. The Nurse Educator paper also allows the faculty to review the student's writing skills and identify problems which can be corrected. The APA referencing style is

also introduced to students and used in this assignment. Nursing students use APA format throughout their academic career. This is a short exercise that serves to help students develop information literacy and critical thinking skills at the same time. Students learn from having to synthesize several different sources of information.

The second assignment is the Citation Index Exercise, which is assigned in the Nursing Research course. (see Appendix: A5) The Citation Index Exercise asks the students to judge the credibility of a nursing theorist they've chosen by checking if the theorist has been cited by other authors. This introduces students to the idea that there are specialized references that give citation information. This exercise uses the Social Sciences Citation Index.

The Citation Index Exercise grew out of the "Anatomy of a Disagreement" class discussion. (see Appendix: A4) This is a discussion of a group of articles that all relate to each other. The group begins with an article in the Lancet, a very reputable British medical journal. The article concerns the relationship of certain pigments in paints used by artists such as Reubens and Renoir and those artists' rheumatoid arthritis. The New York Times quoted this article in its health section. Several editorial writers responded and the controversy was mentioned in an art monthly. From the discussion of these articles, students learn to evaluate information for currency and accuracy. Students analyze the methods for determining the credibility and reliability of authors and articles. Students read the articles

and discussion questions before class, then participate in a lively discussion in class. This helps students develop the ability to evaluate information, one of the essential elements of information literacy.

The third assignment, which is also part of the Nursing Research class, is the CD-ROM Computer Search Exercise. (see Appendix: A6) Computer literature reviews formerly provided by librarians can now be performed by individuals on the CD-ROM searching units available in the library. The UNC Library provides MedLine, Sociofile, Psylit and ERIC on CD-ROM. First, students receive a complete orientation to how to choose a CD-ROM database, use an index thesaurus, and prepare a search statement using Boolean logic. Then students choose a topic and perform their own search. This is a labor intensive assignment, as students learn by trial and error to use the system. Students apply these searching skills to the preparation of a research proposal and in other courses.

Judy Richter will discuss evaluation of the program.

The program was implemented two years ago with a variety of evaluation methods in place. A new evaluation study will begin during the 1990/91 academic year. First, each assignment has been evaluated to determine whether students perform satisfactorily and achieve information literacy. There has been a tremendous amount of growth in two years. Assignments were modified and student achievement has improved. Second, a pre/post self-evaluation is completed by the students. Students are first asked to rate their confidence in using libraries and seeking information at the

beginning of the introductory class and then again after completing the Nursing Research course. Third, the School of Nursing asks all graduates one year after graduation to complete a survey instrument concerning their professional competence. Several questions address whether students are demonstrating information literacy. A fourth method of evaluation will start this fall. The nursing students' ability to demonstrate competence in information literacy will be compared with other students on campus who haven't had information literacy instruction. We expect to see differences in how Nursing students demonstrate their knowledge, as compared with other students.

The 116 students who completed the pre/post evaluation demonstrated a significant move toward greater confidence in their own information literacy skills. Five questions measure the change in students' confidence.

The first two questions ask students to rate their confidence in finding information in Michener Library and in other libraries. (see figures 1 and 2) The transfer of information literacy skills to other libraries is important because students will be using other libraries for a majority of their lives. The third question asks students to rate their confidence in finding information using scholarly indexes such as Index Medicus or the Cumulative Index to Nursing & Allied Health Literature. (see figure 3) The last two questions deal with students' ability to use computerized resources. (see figures 4 and 5) In the fourth question students are asked how confident they feel in their ability to find books using the library's online catalog system, CARL PAC. In the

fifth question students must rate their confidence in using index sources in CD-ROM format. For each of the five questions students rated themselves as having increased confidence in their abilities after the information literacy skills program was presented.

The graduate follow-up survey asks former students about their practice in nursing. The results of the first questionnaire are from students who have not been through the information literacy program. During fall, 1990, the results from graduates who have received information literacy instruction will be collected and we will be able to compare the skills of graduates in practice. One of the program goals is to foster independent, lifelong learning skills. This comparison of practicing nurses will allow evaluation of whether this goal is being met.

The first two survey question ask: When you have a nursing care problem which requires information to solve it, where do you turn? and How often do you use materials from the following to help you in your job? (see figures 6 and 7) UNC's graduates who haven't had the program aren't turning to reliable sources of information. Our former students rarely use library resources when they need information.

The third question asks: If you don't have access to the above resources, how do you get information to update your nursing care? (see figure 10) Personal contacts and verbal resources seem to be the primary alternative.

The fourth question asks: Which professional journals do you read? (see figure 8) The answer indicates AJN is the number one

journal, primarily due to its status as the publication of the American Nurses Association. Somewhat of concern is that there is no mention of the research journals that are emphasized in the research course. Hopefully, this will change in the survey results of the graduates who have had the information literacy curriculum.

The fifth question asks: How often do you read professional journals? (see figure 9) Monthly reading is the most frequently occurring response. AJN appears monthly so this is to be expected. Weekly or daily reading would be more typical of information literate nurses who read a wider variety of journals, and use journal articles to solve problems.

The sixth question asks: Since graduation, have you engaged in any scholarly activities such as writing an article, doing research or presenting at a nursing conference? (see figure 11) This question received a "no" response. The expectation is that nursing, like other practice oriented disciplines, will require the new graduate to emphasize refining practice skills. It's unlikely that they're going to develop a research paper or make a professional presentation.

During late 1990, these same questions will be asked of the most recent set of UNC School of Nursing graduates; the first group of students to have completed the information literacy program. These students should demonstrate increased use of libraries, and greater reliance on scholarly, current information in problem solving. If this hypothesis is confirmed the information literacy program should be considered a success.

A final quote summarizes our philosophy and goals for the program:

> "Ultimately, information literate people are those who have learned how to learn; they know how to learn because they know how knowledge is organized, how to find information and how to use information in such a way that others can learn from them. They are people prepared for life-long learning because they can always find the information needed for any task or decision at hand." (Report of the American Library Association Presidential Committee on Information Literacy, 1989)

FIGURE 1

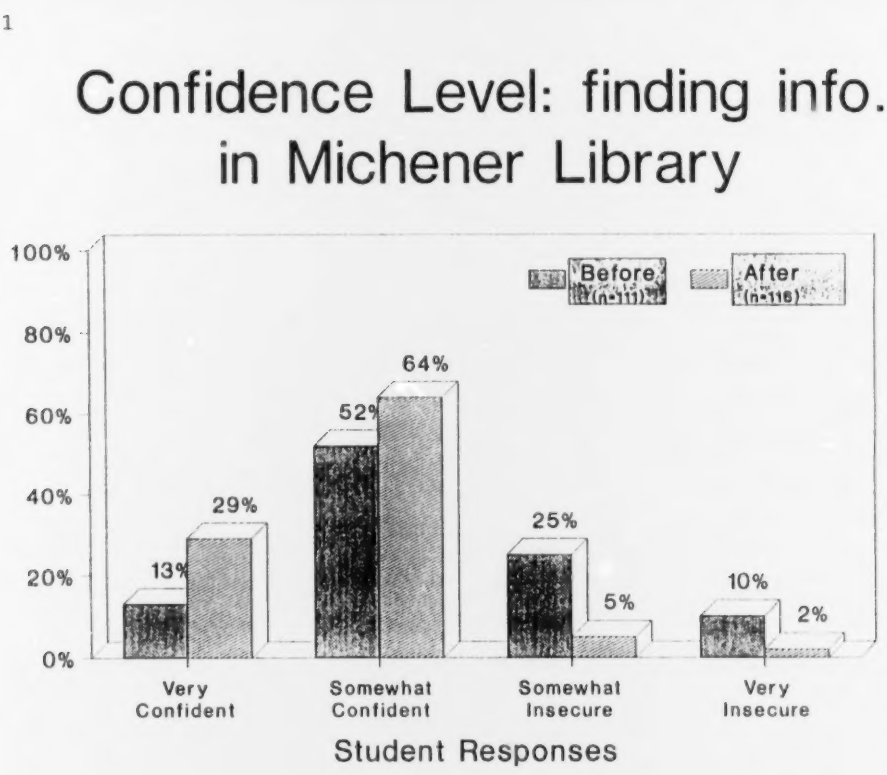

FIGURE 2

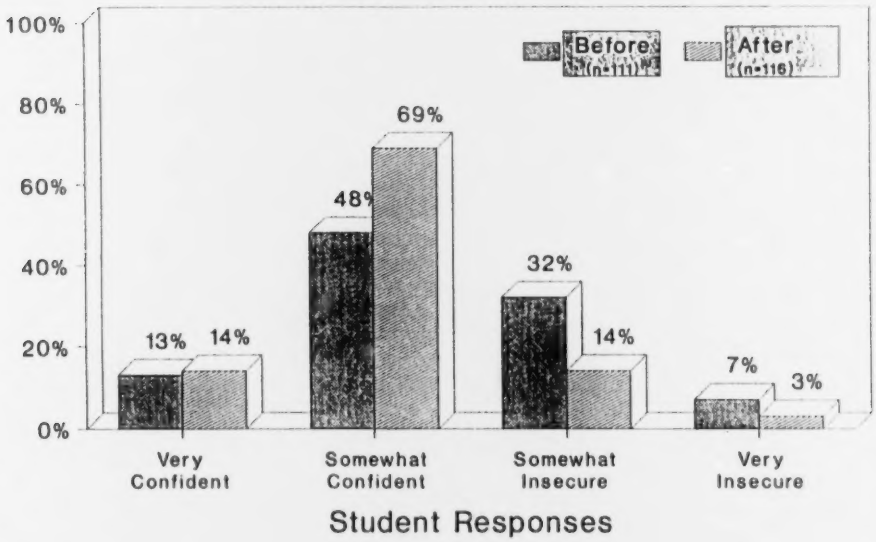

FIGURE 3

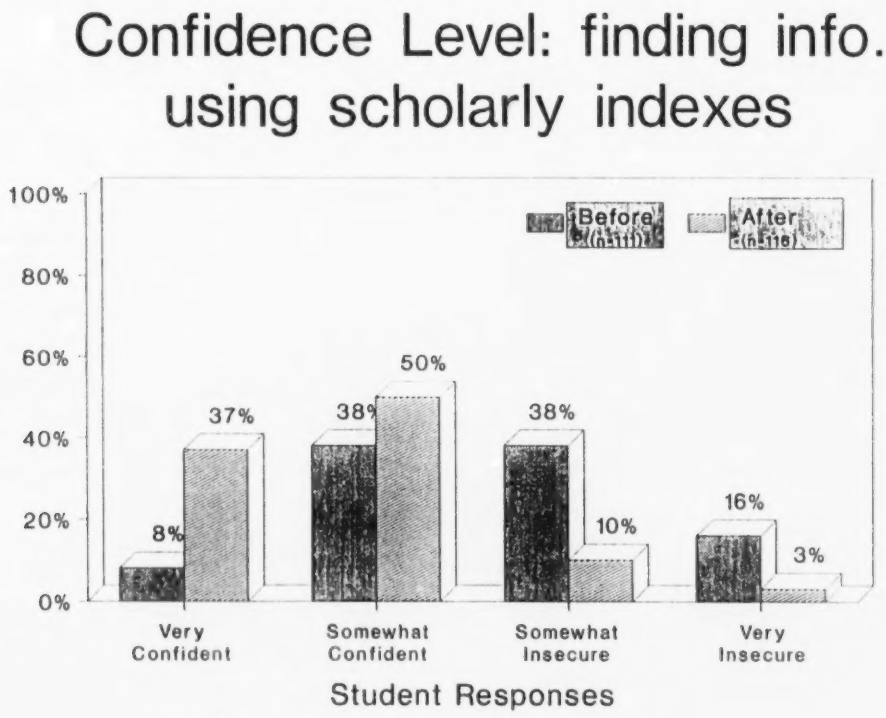

FIGURE 4

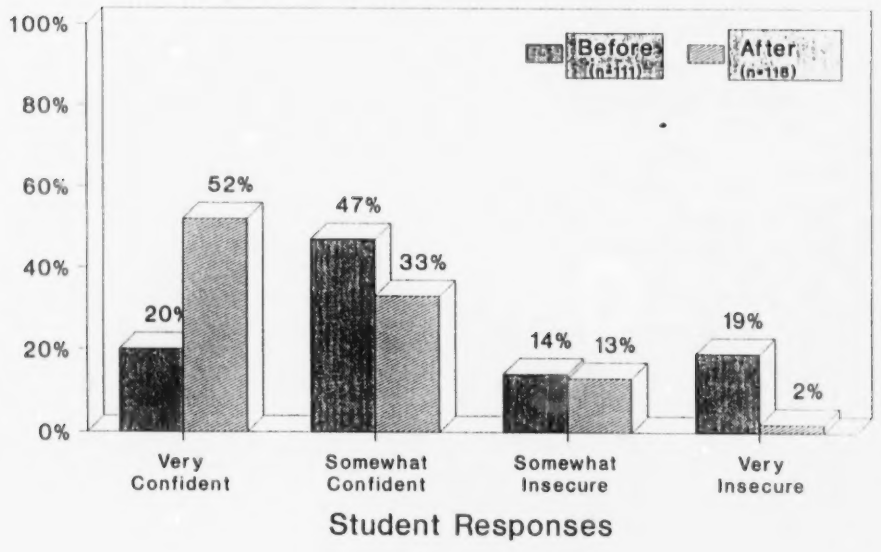

FIGURE 5

Confidence Level: finding info. using computer databases

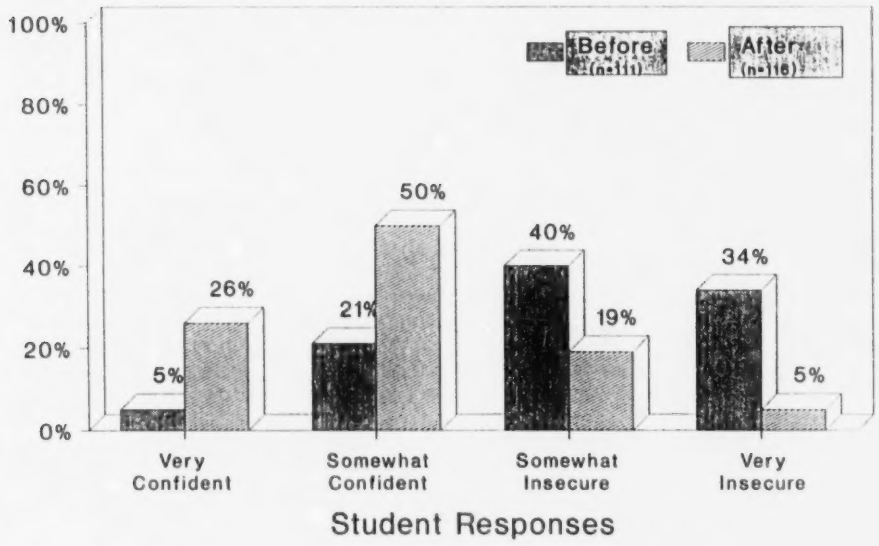

FIGURE 6

When you have a nursing care problem which requires information to solve it, where do you Turn?

	NEVER	SOMETIMES	FREQUENTLY
Browse Specialty Journals	1	11	7
Read a Library Book	13	4	2
Use Index to Locate Relevant Journal Articles	11	7	1
Computer Search	14	5	0
Delegate a Computer Search	16	3	0

FIGURE 7

How often do you use materials from the following to help you in your job?

	Never	Monthly	Weekly
Public Library	16	3	0
Personal Library	2	7	10
Hospital Library	5	12	2
College Library	16	2	1
Medical College Library (no response=1)	14	4	0

FIGURE 8

Which professional journals do you read? (Multiple Responses)

Journal	Number
AJN	7
Nursing 89	6
RN	5
ASN	2
JOGNN/MCN	2
Maternal Child	2
Pediatric Nursing	2
Neonatal Network	1
Nursing	1
Sigma Theta Tau	1

FIGURE 9

How often do you read them?

Time Frame	Number
Weekly	1
Monthly	4
Occasionally	3
Every Other Month	1
Pleasure not Research	1
No Response	5

FIGURE 10

If you don't have access to the above resources, how do you get information to update your nursing care?

Response	Number
Seminars/word of mouth	1
CEU Classes	2
Workshop/Conferences	2
Clinical Coordinators/ Medical Residents	1
Colleagues	1
Hospital Policy/Procedures	2
Materials Available on Unit	2
Quality Assurance Committee	1

FIGURE 11

Since graduation, have you engaged in any scholarly activities such as writing an article, doing research, or presenting at a nursing conference?

Response	Number
Nursing Care Standards	1
Proposal for New Job Category	1
No	16

APPENDIX

A1: Presenter addresses and resource bibliography
A2: Lecture outline
A3: Nurse Educator Paper
A4: Discussion Questions and Bibliography for "Anatomy of a Disagreement"
A5: Citation Index Exercise
A6: CD-ROM Computer Index Exercise

Pathways to Information Literacy

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RESOURCE BIBLIOGRAPHY

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Fox, L.M.; Richter, J.M.; & White, N. (1989). Pathways to information literacy. Journal of Nursing Education, 28, 422-424.

Lecture Outline
Nursing: Information Literacy Program

SESSION I: Nursing 300

ACTIVITIES:

1.	Introduction: Why is it important to be information literate? Examples: Future of the nursing profession; The information explosion.	5 minutes
2.	Role playing/Brainstorming: What questions do patients ask? What tasks do nurses perform for patients? Use example of student who has just been diagnosed with a yeast infection. (Media: List on blackboard.)	10 minutes
3.	Access to information in nursing: In groups, students identify resources which could be used to answer patient questions. (Handout: Bibliography of Nursing Resources.)	15 minutes
4.	Research vs. professional journals: In groups, students discuss diferences between professional and research articles. (Media: One journal per group.)	15 minutes
5.	Article access: Learning to use Index Medicus and CINAHL. (Handout: IM and CINAHL examples. Media: copies of the indexes.)	10 minutes
6.	Computer resources: PAC - UNC, UCHSC, Uncover; Silverplatter MEDLINE; interlibrary cooperation. (Media: Demonstration on big screen.)	15 minutes
7.	APA format: Discussion of why it's used, examples. (Handout: APA style, Media: Exercise on overhead, APA Manual.)	10 minutes
8.	Hints for the paper. (Handout: Nurse Educator Assignment.)	10 minutes

ASSIGNMENT: Nurse Educator Paper

GOALS: The goal of the assignment is to involve the student in successfully locating, evaluating and synthesizing information into a short paper using scholarly, as well as basic reference sources, and to help the student understand the rationale for the use of a standard writing style.

GOALS: The goal of this session is to demonstrate how topics are selected and the focus of topics is narrowed to develop a workable research problem. Also, to introduce students to reference works which present tests and measures for use in research.

**SESSION IV: Nursing 315

ACTIVITIES:

15.	Using a thesaurus for effective searching. (Overhead: Sample thesaurus pages.)	15 minutes
16.	Mediated computer searching: COBRA (Handout: COBRA, Media: COBRA videotape.)	5 minutes
17.	End-user searching: CD-ROM systems	5 minutes
18.	Translating the concept map into a computer search using BOOLEAN Logic. (Handout: Concept map, Overhead: Concept map, Venn diagrams.)	20 minutes
19.	Thesaurus vs. free text searching, and the pros and cons of each method.	10 minutes
20.	The "mechanics" of CD-ROM searching. (Handout: CD-ROM Guided Practice, Demonstration: Sample search on CD-ROM.)	20 minutes
21.	Assignment: Evaluation of CD-ROM search skills. (Handout: Evaluation of CD-ROM search skills.)	5 minutes

ASSIGNMENT: Evaluation of CD-ROM Search Skills, to be done individually, not cooperatively.

GOALS: The goal of this session and assignment is to introduce students to methods of locating information using electronic sources and to have students understand and practice the concepts necessary for performing their own computer searches. In addition, students will understand how the use of electronic resources supports the research process. Students will demonstrate the ability to search on CD-ROM Silver Platter products.

In addition to the above sessions, proposal groups will have a computer search done by COBRA (Computer-Based Reference Assistance) in order to supplement your literature review for your proposal topic. One appointment should be scheduled and all group members should be present at the interview/search appointment. (Appointments typically last 30 - 45 minutes.) Each group member can expect to contribute $2 - $5 towards the cost of the search. This requirement will allow students to observe the similarities and differences in CD-ROM searches and online searches.

**SESSION II: Nursing 315

ACTIVITIES:

9.	Evaluating the accuracy and usefulness of information. (Handout: One set of articles and discussion questions, to be distributed and read before class.)	45 minutes
10.	Communication flow in scholarly research and to information at any point in the process. (Overhead: Communication flow of scholarly of research.)	15 minutes
11.	Citation indices and their use in tracing the influence of scholarly ideas. (Handout: SSCI guide, APA guide, Citation Index Exercise, Media: SSCI, APA overhead.)	15 minutes

ASSIGNMENT: Before class, read the articles on rheumatoid arthritis and prepare for discussion questions. Bring articles to class for discussion.
Citation Index Exercise.
To be completed individually, not cooperatively.

GOALS: The goal of this session is to help the student understand the flow of scholarly information within the health science disciplines, in order to gather information at any point in the research process. Other goals are to have students understand the use of specialized reference tools for effective participation in scholarly communication and the process for evaluation of the accuracy of printed information.

**SESSION III: Nursing 315

ACTIVITIES:

12.	Identifying and refining research ideas. Discussion on instructor's current research. (Handout: Concept mapping chart, Overhead: Concept mapping chart.)	15 minutes
13.	Group work: Mapping the major concepts of the group research project, discussing selected proposal topics with faculty member and librarian.	30 minutes
14.	Locating measurement instruments for use in research. (Handout: Bibliography of resources.)	5 minutes

ASSIGNMENT: Students will demonstrate their understanding of concepts through group discussion of proposed research study topics.

NURSE EDUCATOR PAPER

Refer to the DIAGNOSED CONDITIONS AND PRESCRIBED TREATMENTS table and imagine that you must research one of the conditions and treatments and communicate your findings to other health professionals.

After attending a library instruction session and receiving the list of possible library resources, begin researching your chosen topic in Michener Library. (You may also use a public, hospital, or CU Health Sciences Center library if you would like.) Prepare a 2-3 page paper including information addressing the questions below.

The goal of this assignment is to develop skills which will allow you to effectively research and educate others about diagnosis and treatment, especially other health professionals. It is important to develop skills which will allow you to communicate knowledgeably and effectively to your colleagues.

Prepare a 2-3 page typewritten, doublespaced paper which addresses the following (not necessarily in this order):

1. a description of the condition, its symptoms and its incidence (how often does it occur in the population.)

2. the etiology (cause) of the condition.

3. the prognosis of the condition.

4. the effectiveness of the prescribed treatment, its side effects and contraindications (conditions under which it should not be used.)

5. a comparison of the relative effectiveness and contraindications of alternative treatments. Present evidence which supports this.

6. identify one nursing diagnosis connected with this condition and the appropriate nursing interventions.

In the course of your paper cite 5 (or more) sources. At least 2 of the sources must be scholarly research articles in Medical/Nursing periodicals. Use the Publication Manual of the American Psychological Association as a style guide for your term paper, including text references in the body of your paper and a references list at the end of the paper. Please read pages 107-127, 136-147, and see the sample paper on pages 148-153 in the Publication Manual, for information on APA style.

Grading will be based on the completeness with which the 6 points listed above are addressed and the integration and synthesis of resources used in writing the text of the paper. The reference list will be reviewed by the Nursing librarian for the number, variety, quality (or appropriateness) of resources used and the accuracy in use of the APA Manual.

DIAGNOSED CONDITIONS AND PRESCRIBED TREATMENTS

Please choose a topic from this list, other topics must be approved by the instructor.

*Indicates trade name - consult drug sources for ingredients.

flu prevention - vaccination
manic-depression - lithium
psoriasis - anthralin
chronic tension - tranquilizers
infertility - G.I.F.T.
gamete intrafallopian transfer
strep throat - antibiotics
breast cancer - radical mastectomy
amenorrhea in female runners - weight gain
vaginal yeast infections - nystatin
insomnia - sleeping pills
colds - vitamin C
irritable bowel syndrome - psychotherapy and diet change
cystitis - cranberry juice
traveler's diarrhea - Pepto-Bismol
acne - accutane* (synthetic vitamin A)
coughs - dextramethorpan
chronic pain - oral morphine
bed-wetting - imipramine
athletic injury pain - cortisone
rabies - vaccination
overweight - starch blockers
AIDS - AZT
poison ivy - calamine lotion
anorexia nervosa - psychological counseling
sore throat - Listerine*
depression - electroconvulsive shock
epilepsy - valproic acid
swimmer's ear (otitis externa) - ear drops
lung cancer risk - low tar cigarettes
hemorrhoids - Tronolane*
respiratory distress syndrome - dexamethasone
precocious puberty - luteinizing hormone releasing hormone
tardive dyskinesia - propanolol
Parkinson's disease - L-dopa
menstrual cramps - Midol*
ulcers - bland diet
hypertension - salt-free diet
colds - antihistamines
alcoholism - disulfiram
migraine headache - biofeedback
schizophrenia - chlorpromazine
depression - long distance running
skin problems - hydrocortisone
asthma - Vanceril*
diverticulitis - high fiber diet
menopausal hot flashes - estrogen
strep throat - penicillin
sun sensitivity - PABA
hyperactivity - additive-free diet
acne - benzoyl peroxide
bad breath - Scope*
genital herpes - acyclovir
Crohn's disease - prednisone
angina - calcium channel blockers
schizophrenia - neuroleptics
knee problems - arthroscopic surgery
newborn infant - breast feeding
gonorrhea - penicillin
periodontal disease - oral surgery
hypoglycemia - high protein diet
neonatal jaundice - phototherapy
obesity - jejunoileal bypass
PMS - anti-prostaglandins
unwanted pregnancy - "morning after pill"
multiple sclerosis - ACTH (adrenocorticotropic hormone)
prostatitus - antibiotics
opiate addiction - clonidine
disc disease - chymopapain
kidney failure - dialysis
heart disease - chelation therapy
chemotherapy nausea - nabilone
heart attack - thrombolytic therapy
preventing organ transplant rejection - cyclosporins
urinary incontinence - "sling" surgery
angina - Inderal*

DISCUSSION QUESTIONS:
ANATOMY OF A DISAGREEMENT:
WHAT CAN BE DONE WHEN EXPERTS DISAGREE?

1. In what types of publications do theses articles appear? (Research, professional, popular?)

2. Which source would be considered most reliable based on the author's credentials, documentation of information, and the publication's credentials and reputation?

3. What steps would you take to determine which "expert" gave the most reliable and accurate information?

4. What length of time passed between the appearance of the first article and the appearance of the last article discussing this topic? When were the articles written? When were they published?

5. What was the source of the information that appeared in the first Lancet article? What was the source of information in the New York Times article printed 6/23? How are these sources documented?

6. What methods are used to convey ideas in the discussion following the original article? (Anecdote, interview, opinion, original research or others?) Is information conveyed using one method more scholarly and reliable than the others?

7. Do all the writers provide references or quote other sources? (References can be implicit or explicit: Which articles use these methods?)

8. Did the letter writers in the New York Times read the original Lancet article? Did the Artnews writer read the original Lancet article? Did the authors in the New York Times and Artnews completely understand the researcher's methods and conclusions as expressed in the report of their research which appeared in the Lancet?

9. Does the discussion in the New York Times mention the response letters which appeared in the Lancet? Do the response letters in the Lancet ever mention the discussion in the New York Times? How would a researcher locate all the documents relevant to a scholarly disagreement between experts?

BIBLIOGRAPHY
TEACHING THE WISE USE OF INFORMATION:
EVALUATION SKILLS FOR NURSING STUDENTS

Cameron-Clarke, D. A. (1988, August 17). Rubens suffered, but not from pigments: Letter. New York Times, 1:22:4.

Conway, J. F. (1988). Renoir and Monet: Letter. Lancet, 2 (8606), 337.

Kahn, M. F. (1988). Renoir and Monet: Letter. Lancet, 2 (8606), 337.

Milling-Pedersen, L. and Permin, H. (1988). Renoir and Monet: Response to letter. Lancet, 2 (8606), 337.

_____. (1988). Rheumatic disease, heavy-metal pigments, and the great masters. Lancet, 2 (8597), 1267-1269.

Phillips, J. (1988, July 15). For artists, the choice of color can be fateful: Letter. New York Times, 1:30:4.

Schmenck, H. M. (1988, June 23). Did masters pay a price for the boldness of their art? New York Times, 2:11:6.

Staggs, S. (1988, December). Poisonous muse. Artnews, p. 18.

A5

CITATION INDEX EXERCISE
NURSING 315

Name:_____
Date:_____

Choose the name of one nursing theorist from the list which has been check marked below:

Ashley, J.A.	Barnard, K.	Chinn, P. and P.L.
Downs, F. and F.S.	Fitzpatrick, J.J.	Henderson, V. and V.A.
Leininger, M. and M.M.	Parse, R. and R.R.	Neuman, B. and B.M.
Orlando, I. and I.J.	Wiedenbach, E.	Patterson, J.G.
		Tanner, C. and C.A.

Demi, A. and A.S.	Dimond, M.
King, I.	Peplau, H. and H.E.
Orem, D. and D.E.	Travelbee, J.
Polit, D.F.	Zderad, L.

The above names were chosen based on information gathered from:

Chinn, P.L., Jacobs, M.K., and Huether, S.E. (1987). Theory and nursing: A systematic approach. 2nd Edition. St. Louis, Mo.: C.V. Mosby Company. p. 182.

Fitzpatrick, J.J. and Whall, A. (1983). Conceptual models of nursing: Analysis and application. Bowie, Maryland: Robert J. Brady, Company.

Polit, D.F. and Hungler, B.P. (1987). Nursing research: Principles and methods. 3rd Edition. Philadelphia: J.B. Lippincott Company. pp. 80 - 101.

INSTRUCTIONS:
Using the handout you received in class on the **SSCI: Social Sciences Citation Index** and the **SSCI Five Year Cumulation, 1981-1985**, look up the name you've chosen in the **CITATION** section of the SSCI and answer the following questions: (The SSCI is located in the last row of the Reference Index Area in alphabetical order by title, Social Sciences Citation Index)

1. Which theorist did you choose? Name:_____
   Give the volume number and column number in the SSCI in which you located the listing for the above name: Vol ___ Col ___

2. Give the total number of the theorist's works which have been cited by other authors (bold face items): __ works cited by other authors

3. A. How many of these works have been cited by more than one author?

   B. Speculate on the reasons your theorist is well cited by other authors or if your theorist has not been cited by many authors, why not?

4. Are books and journal articles written by the theorist being cited by other authors? (Look at bold face items.)
   Books: __ Yes __ No
   Journals: __ Yes __ No

5. Pick one article which cites your theorist. (These are items in light type.) Find the article and skim its contents. Does the article rely heavily on the ideas of your theorist? Or is your theorist merely mentioned in passing in the article without much use of her ideas? Does the author of the article support or refute the work of your theorist?

6. Using APA style give the reference for the article you used to answer question number 5: (APA style manuals are available at the Michener Library Reference Desk, 1st floor and at the Reserve Desk, northeast corner, 1st floor.)

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Name:_____ Nursing 315/F90

Evaluation of CD-ROM Computer Search Skills

This evaluation is designed to monitor your understanding of CD-ROM computer searching skills. Please complete all steps. If you have questions regarding this evaluation, Lynne Fox (351-2562) will be available in the library at the following times:

Please make an appointment if you cannot see Lynne at the above times. Please consult the CD-ROM Guided Practice handout for information which will help you with this assignment.

STEP 1:
Choose a topic from the following list:

___ How does stress contribute to burnout among nurses?
___ Can patient-controlled analgesia be used with children?
___ Should insulin dependent diabetics exercise?
___ Should a vegetarian diet be prescribed to reduce cholesterol or cardiovascular disease?
___ What reducing diets can be effective in countering obesity in children and adolescents?
___ Do feelings of self-efficacy promote better health care behaviors?
___ What methods can be used to promote contraceptive use among adolescent males?
___ Does developing self-esteem at an early age (elementary school) help prevent drug abuse?
___ What methods should be used by health educators in schools to teach early adolescents about pregnancy prevention and contraceptives?

STEP 2:
Identify the CD-ROM database that will produce the best results for your topic:

___ EDUCATION - ERIC
___ PSYCHOLOGY - Psychlit
___ HEALTH/NUTRITION - Medline (Use '89 or '90 disk)
___ SOCIOLOGY - Sociofile

STEP 3:
What are the major concepts and synonyms for the concepts from your topic that you will use in your search?

Major Concepts:	1.	2.	3.
Synonyms: (your own)			

(add others if you need to.)

STEP 4:
Use the thesaurus for the CD-ROM index to identify the standard subject headings which best reflect the concepts and synonyms you listed in step 3:
PSYCHLIT - Thesaurus of Psychological Index Terms
ERIC - Thesaurus of ERIC Descriptors
MEDLINE - MESH (Medical Subject Headings) Use the paper version NOT the computer version.
SOCIOFILE - Thesaurus of Sociological Index Terms
(The thesaurus for MEDLINE, PSYCHLIT, ERIC, and SOCIOFILE should be near each CD-ROM station, ask a librarian if you don't see it.)

1.
2.
3.
(add others if you need to.)

You may want to type in thesaurus terms for your search or you may want to type in the concepts or synonyms you identified in Step 3 to see which search produces better results.

STEP 5:
Write your search strategy as you will type it into the computer in the space below: (be sure to use the "AND" or "OR" operators in your search strategy.) Do this <u>before</u> you begin your CD-ROM search.
#1:
#2:
#3:
#4:
#5:
#6:
#7:
#8:

STEP 6: PRINTING YOUR RESULTS
After performing the computer search please print out your search strategy and 2 of the records most relevant to your topic.
(TO PRINT: Press F6, press TAB key once, type in the record numbers that you wish to print separated by commas, press the TAB key twice, press the space bar to change NO to YES, then press ENTER/RETURN key.)

Grading Criteria:

70 or below	= Exhibits no understanding of the potential of CD-ROM searching
70 - 75 points	= Uses "and" operator to combine 2 or more concepts
75 - 85 points	= Uses "and" operator to combine 2 or more terms located in the thesaurus appropriate for the system.
85 - 95 points	= Uses above plus uses index function or "or" operator or limits search using fields.
95 - 100 points	= Uses all of the above and "near" or "not" operator, or * (truncation) command, or combination of free text and controlled vocabulary searching or any other combination of search techniques which indicate a sophisticated level of knowledge about CD-ROM searching.